Study Skills Workshop: Taking Better Lecture Notes

Why is it helpful for you to take notes when an instructor is presenting information in class? It's all to help yourself. If your notes are complete and correct, they will provide you with a helpful resource to learn necessary information for your class success. These are the key notetaking habits. Practice them and make them your own.

I. PREPARE FOR LECTURES

1.

2.

II. WHEN IN DOUBT…

II. GO ON A DIET!

1.

2.

III. KNOW YOUR INSTRUCTOR

1.

2.

V. USE A GOOD NOTETAKING METHOD

We will now skip to the next few pages to try out the Cornell Notetaking Method. This is the "college version" of this popular system. Then we'll come back to the last two points here.

VI. REVIEW YOUR NOTES INTERACTIVELY

This is explained within the Cornell Method discussion. Where are the "review" areas in the Cornell format?

What is the suggestion on how to review your notes through the Cornell way?

VII. TYPE OR REWRITE YOUR NOTES

Congratulations on finishing this video workshop! Notetaking is an essential skill as you become a strong college student. Not only should you be taking notes in class, but you may want to take notes as you are studying your textbooks chapters as well as with online videos or Zoom meetings. However, you'll need to practice these skills to develop automatic notetaking habits. Remember that there are more videos to help you with other aspects of your student system. Have another look!

THE CORNELL NOTETAKING SYSTEM

Have you ever asked to borrow someone's notes and found them impossible to figure out? Some students seem to have little control over lecture information and no planned means for recording notes that could become an invaluable source for studying. This handout presents a system that was developed at Cornell University several years ago. It incorporates the principles of learning by using the left brain functions while recording and reducing. The right brain functions are engaged while reviewing and reflecting. Spaced learning and over-learning are also part of the review step.

Before a lecture begins, prepare several pages in your notebook to look like the sample on the next page. Please look at the next page now and observe the general organization of the sheet.

Step #1: RECORD

During the lecture, record as many meaningful facts and ideas as concisely as you can. Do this on the right side of the page.

Step #2: REDUCE

As soon as you possibly can after the lecture is over, reduce the facts to key words or phrases that will later help you remember what was presented in class. It is most important that this be done while the lecture is still fresh in your mind. Perhaps the best plan is to fill in the "reduce" column while still in the classroom (as the rest of the class is leaving!). The key words or phrases should be written clearly in the second column on the left side of your paper.

Step #3: RECITE

Once you have the key words in the REDUCE column, use them as a guide to recall in your own words what you have recorded. This should be done as soon as possible after recording and reducing your notes, and you can then continue this procedure while studying for the upcoming test on that material.

Step #4: REFLECT

Think about the information you have recorded and recited. Try to organize the information so that it will be meaningful to you later. One way to do this is to write a short summary of the important facts, your own words. This should also be done soon after completing the first three steps.

Step #5: REVIEW

Spend a short period of time every other day or so in a quick review of the material. Using short periods of review will help you retain more than trying to cram just before a test.

Chapter/Subject Covered: _____ **Page:** _____

Date: _____

Key Words

(Titles that line up with each main idea)

Main Idea
- Supporting Details
  - •
  - •
  - •
  - •
  - •

Main Idea
- Supporting Details
  - •
  - •
  - •
  - •
  - •

Main Idea
- Supporting Details
  - •
  - •
  - •
  - •
  - •

Main Idea
- Supporting Details
  - •
  - •
  - •
  - •
  - •

Summary:

Note-taking Sample 1
From: "Amazing Poisonous Animals"

P=Poison

Arrow-Poison Frog (6)	Arrow-Poison Frog • Rainforest So. & Cen. Amer. • 40 types • All<2" • Bright color • Skin has most deadly animal P • 1 frog-P kill 20k mice
African Puff Adder (6)	African Puff Adder • 1 of world's deadly snake • P make victim bleed inside • 1- burning pain (wound) • 2- bruise • 3- lips tingle • P fatal ½ hr-few days
Gila Monster (6)	Gila Monster • 1 of 2 P liz. In world • Lives US desert • When threatened throws head up- snort- puff • P attack nerves- cause pain/paral • P spills into mouth from gland in bottom jaw • Arrow-Poison Frog • Store fat in tail- can live off for mos or yrs

Summary:

This page introduces 3 poisonous animals: The Arrow-poison Frog, the African Puff Adder, and the Gila Monster. The frog is unusually small but very deadly. The Adder is a poisonous snake. The Gila Monster is a desert-swelling lizard.

Note-taking Sample 2
From: "Amazing Poisonous Animals"

P=Poison

Arrow-Poison Frog	Arrow-Poison Frog
Where?	• Rainforest So. & Cen. Amer.
Types?	• 40 types
Size?	• All<2"
Color?	• Bright color
Deadly?	• Skin has most deadly animal P
Mice?	• 1 frog-P kill 20k mice
African Puff Adder	African Puff Adder
Kind?	• 1 of world's deadly snake
Victim?	• P make victim bleed inside
Step 1?	• 1- burning pain (wound)
Step 2?	• 2- bruise
Step 3?	• 3- lips tingle
Fatal time?	• P fatal ½ hr-few days
Gila Monster	Gila Monster
Kind?	• 1 of 2 P liz. In world
Where?	• Lives US desert
Threatened?	• When threatened throws head up- snort- puff
Attacks?	• P attack nerves- cause pain/paral
Origin?	• P spills into mouth from gland in bottom jaw
Tail?	• Store fat in tail- can live off for mos or yrs

Summary:

This page introduces 3 poisonous animals: The Arrow-poison Frog, the African Puff Adder, and the Gila Monster. The frog is unusually small but very deadly. The Adder is a poisonous snake. The Gila Monster is a desert-swelling lizard.

Now jump back to page 2 and the outline to follow along with Scott's last few notetaking points.